

VISIT...

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MATERIALS

Sound Discrimination: Medial Sounds



5–8 minutes

Say the words *crush* and *gruff* and tell the child that the words have the same sound in the middle: /u/. Have the child repeat the words and the middle sound.

Say the following words: *luck/moon/soup*. Have the child repeat the words and tell you which two words have the same sound in the middle.

Repeat the steps with the following words, one group at a time: *dune/tube/rush*; *storm/card/spark*; *snug/block/crunch*; *noise/broil/bus*; *walk/small/black*. Have the child tell you the sound that is the same.

Tell the child that you are going to say some words. You want him/her to listen carefully and give a thumbs-up sign whenever he/she hears the /oi/ sound in the middle of a word. Say each word slowly and clearly: *sun, boy, coin, camp, spoil, flirt, dorm, point, skate, cough, join*. Repeat with the following words and have the child listen for the /â/ sound: *glare, clutch, hair, hand, chair, bear, bean, tough, share, scram, square*.

Game cards

Name each picture on the game cards with the child: *braid, train, vine, knife, hive, kite, coat, soap, broom, flute, house, mouse, hook, book, thorn, porch*. Shuffle the cards and spread them face down on the table. Have the child turn over two cards, name each picture, and say whether the pictures have the same middle sound. (Help the child name the picture if he/she forgets.) If the cards have the same middle sound and the child identifies this, he/she gets to keep the cards. If the child is incorrect or the cards don't match, the child turns them over. It is now your turn.

Blend Phonemes



2–3 minutes

Tell the child that you are going to say a word slowly by stretching out the sounds: /c/ /rrrr/ /uuu/ /shhh/. Stretch the sounds except for the /c/. Tell the child that you are going to blend the sounds together to say the word: *crush*. Repeat one more time, having the child listen carefully.

Tell the child that you will say the sounds of some words and that you want him/her to blend them together to say the word. Say each sound slowly and distinctly.

tutor: /b/ /l/ /ōō/; **child:** *blue*

tutor: /w/ /e/ /d/ /j/; **child:** *wedge*

tutor: /f/ /l/ /â/; **child:** *flair*

tutor: /s/ /m/ /ä/ /t/; **child:** *smart*

tutor: /b/ /l/ /i/ /m/ /p/; **child:** *blimp*

MATERIALS

**Workmat;
Counters**

**Read-aloud
book**

Segment Phonemes



5–8 minutes

Say the word *grin*. Tell the child that you can segment the word into its sounds: /g/ /r/ /i/ /n/. Tell the child that there are four sounds in *grin*. Have the child segment the word *grin* into its four sounds.

Give the child the workmat and four counters. Have the child line up the counters under the row of four boxes on the workmat. Say the word *bunk*. Have the child repeat the word and push a counter into a box for each sound he/she hears in the word. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /b/ /u/ /n/ /k/.

Repeat the steps with the words *crunch*, *twin*, and *skill*.

Say the following words one at a time, and have the child repeat the words, segment the sounds, and tell you how many sounds he/she hears in each word.

tutor: *cream*; **child:** /c/ /r/ /ē/ /m/ (4)

tutor: *junk*; **child:** /j/ /u/ /n/ /k/ (4)

tutor: *yard*; **child:** /y/ /är/ /d/ (3)

tutor: *smoke*; **child:** /s/ /m/ /ō/ /k/ (4)

tutor: *fright*; **child:** /f/ /r/ /ī/ /t/ (4)

tutor: *walk*; **child:** /w/ /ô/ /k/ (3)

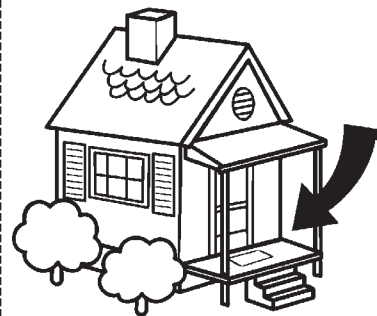
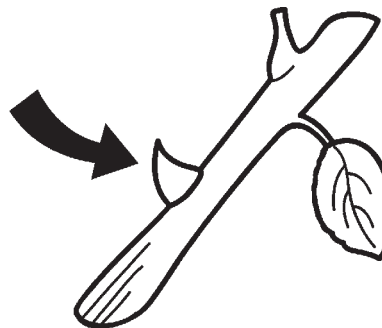
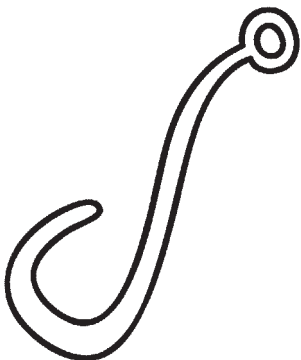
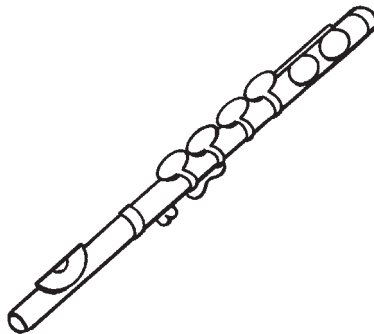
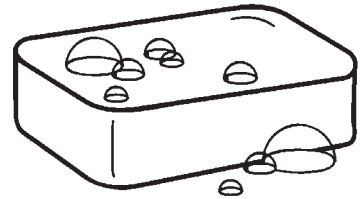
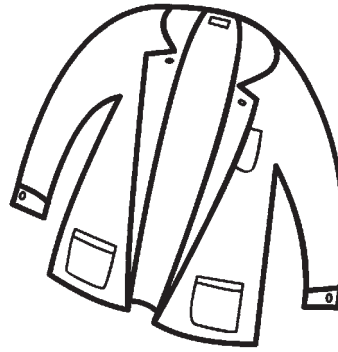
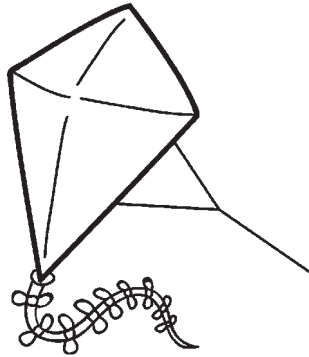
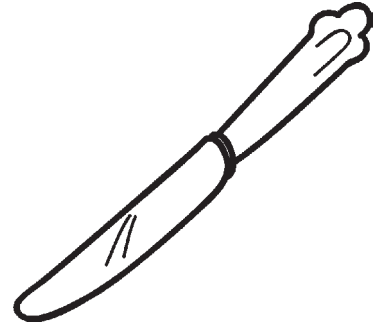
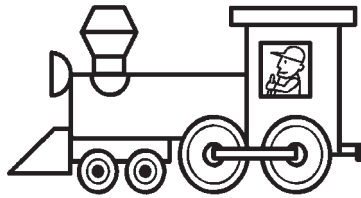
tutor: *bound*; **child:** /b/ /ou/ /n/ /d/ (4)

tutor: *spoon*; **child:** /s/ /p/ /ōō/ /n/ (4)

Optional Listening Activity

Read the book *Sharon's Shoes* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words with /sh/ at the beginning, as in *shoes*, and words that have /sh/ at the end, as in *wish*. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? Who took all of Sharon's shoes? Why? How did Sharon feel about that?*



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